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ABSTRACT

This paper is built on the assumption that sound language learning is based on high quality teaching, and that foreign language teachers therefore play a very important role in the effectiveness of foreign language education. This leads to several questions: How can foreign language teachers be prepared in their pre-service teacher education program to be capable of high quality teaching? How do teachers in other countries learn to teach foreign languages across their programs? What constitutes an effective pre-service foreign language teacher education program? This study compares and contrasts the similarities and differences of the Secondary Foreign Language Teacher Education Program (SFLTEP) at Indiana University in the United States with one at the National Taiwan Normal University (NTNU) in Taiwan. The underlying assumptions of both teacher training programs are examined and challenged in the hope of learning from both programs' strengths and weaknesses to advance a current theory of SFLTEPs. There were four principle research questions: what are the components and sequences of the programs at IU and NTNU? What are the underlying assumptions behind the differences at the two programs that shape the differences? What are the advantages and disadvantages of each program? What recommendations can be drawn from this comprehensive and comparative examination? It is found that differences between the programs lie in the content, sequence, and duration of the programs, and that underlying assumptions about language learning shape these differences. Five tables and 31 references are included. (KFT)

A Comparative Study of the Secondary Foreign Language Teacher Education Programs

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Introduction

English, the most widely used foreign language in Taiwan, has received great attention from the government, which has devoted great effort to its foreign language policy. One evidence of this great effort is that in 2001 English will officially become a subject matter in elementary schools instead of starting from junior high school. This new foreign language policy is to promote the nation's competitiveness, establish Taiwan as the Asian-Pacific Center of Management and Transportation and to become an island of Technology and Humanities. Spanish, on the other hand, is the most commonly taught foreign language in the U.S. (Center of Applied Linguistics, 2000). As the population in the U.S. becomes more and more diverse, learning foreign languages opens more possibilities to learn from other peoples and cultures so as to increase multicultural understanding and to promote intercultural competencies. A sound language learning experience is based on high quality of teaching. Hence, foreign language teachers play an important role in the effectiveness of foreign language education. This leads to several questions: First, how can foreign language arts teachers be prepared in their preservice teacher education program so that quality teaching can be ensured? Second, how do teachers in other countries learn to teach foreign language across their programs? Third, what constitutes an effective preservice foreign language teacher education program?

Purpose

This study compared and contrasted the similarities and differences of the Secondary Foreign Language Teacher Education Program (SFLTEP) at Indiana University (IU) in the U.S.A. with the one at National Taiwan Normal University

(NTNU) in Taiwan, R.O.C.. Through this comparative study, we examined and challenged the existing underlying assumptions in both SFLTEPs, with hopes of learning from the other's strengths and minimize weaknesses in order to advance current theory and practice of SFLTEPs.

To achieve this goal, this study addressed the following research questions:

1. What are the components and sequences of two SFLTEPs at IU and NTNU?
2. If there are any differences between the two programs, what are the underlying assumptions that shape the differences?
3. What are the benefits and problems of SFLTEPs at IU and NTNU?
4. What recommendations can be drawn from the discussion of the differences, assumptions, benefits and problems?

Methodology

Documents concerning requirements for admission to Teacher Education Programs, Secondary Professional Education Program, foreign language specialty studies, course syllabi about Early Field Experiences (EFEs), Student Teaching Handbooks and Bulletin for School of Education Undergraduate Program from both universities were collected and analyzed.

The supervisors and university personnel in charge of the EFEs and Student Teaching were interviewed in person, through e-mail or telephone in order to provide information that could not be found in the documents.

To determine the similarities and differences between two programs, the data gathered from the documents and interviews were analyzed in terms of admission

standards, licensing and the four components: general education, foreign language specialty studies, professional education and student teaching.

Findings

Requirements for admission

Table 1
Comparison of SFLTEP Admission Requirements at IU and NTNU

Requirements		IU	NTNU
GPA		1. Overall GAP of 2.5 2. GPA of 2.5 in major	Not required
Courses Completed or in Process	Major area	At least 12 credit hours	Not required
	Education area	P255/M201, M300, W200	Not required
Admission test		1. Oral Proficiency Examination 2. PPST/Praxis I	National Joint College Entrance Examination

Table 1 outlines the differences between admission standards for both programs. Secondary (Senior High/Junior High/Middle School) majors at IU must (1) present a minimum overall GAP of 2.5 and in course work in their major area; (2) have completed or in process at the time of application a minimum of 12 credit hours in the major area; (3) receive a qualifying score on the admission test required by the School of Education (PPST= Pre-Professional Skill Test/Praxis I); (5) score intermediate high on the oral proficiency examination; (6) be currently enrolled in, or have successfully completed, the following courses: EDUC p255/M201, M300, W200 (Indiana University, 1998).

Admission standards for the SFLTEP at NTNU are mainly based on the scores of the National Joint College Entrance Examination (NJCEE) in Taiwan. Entering the SFLTEP at NTNU has been one of the best choices for many freshmen in Taiwan due to

three factors. First, teachers have quite a high social status in Taiwan, although not as high as doctors or lawyers, because this profession offers a relatively high and stable income and paid vacations during the winter and summer breaks. Second, traditionally NTNU, the first normal university in Taiwan, is renown for its preservice teacher education for secondary schools. Third, compared to other subject matters, English, an international language, is considered one of the most important subject matters (like Mathematics and Science) in secondary schools and thus has attracted many prospective teachers. As a result of these factors, the SFLTEP is one of the most competitive choices among those who take the NJCEE in Taiwan. In other words, those who are admitted to NTNU are those with top scores on the NJCEE.

Curriculum

Table 2 shows that both programs consist of four main components, which are general education, foreign language specialty studies, professional education and student teaching.

General education. General education (40 crs) at Indiana University is divided into three areas: Humanities (e.g., Oral Expression, Interpersonal Communication); Life and Physical Sciences (e.g., Drug Use in American Society; Personal Health); Social & Behavioral Sciences (e.g., History, Culture, and Social Issues; Political Science).

General education (28 crs) is required for all students at NTNU. It is divided into five areas: Humanity (e.g., Literature Appreciation, English Poems); Social Science (e.g., Economics, Political Sciences); Natural Science (e.g., The Nature of Science, Physics and Life), and Arts (e.g., Introduction to Art, Appreciation of Art). Students must complete general studies during the first two years.

Foreign language specialty studies. A minimum of 36 hours is required for foreign language specialty studies in Spanish Department at IU, which can be divided into four areas: Language (e.g., Grammar, Written Composition); Literature (e.g., Hispanic World I & II); Culture and Civilization (e.g., Spanish and Spanish American Folklore; Hispanic Culture in the United States) and 6 hours of electives (Indiana University, 1999). A minimum of 12 credit hours in the major area should have been completed or in progress at the time of application to enter the School of Education.

The Specialty courses (100 crs) in English Department at NTNU are divided into two categories: literature and linguistics. The emphasis of first two years is basic training of language skills, such as listening, speaking, reading, and writing in English; however, during the third and fourth years the focus is on professional knowledge of literature and linguistics (National Taiwan Normal University, 1999).

Professional education. Professional education (34-35 crs) at IU is divided into four categories: Educational foundation (e.g., Teaching in a Pluralistic Society; Education and American Culture); educational methods (e.g., Educational Psychology for Secondary Teachers; Methods of Teaching Reading), Early Field Experience (Laboratory/Field Experience) and Student Teaching. Professional education is equally distributed from the sophomore to the senior year.

Professional education (26 crs) at NTNU is divided into four categories: Educational foundation (e.g., Introduction to Education, Educational Philosophy); educational methods (e.g., Teaching Principles, Classroom Management), and educational practicum (e.g., Teaching Practicum). Courses of the first two categories are equally distributed during the first two years of the program. However, educational

practicum, as the only early field experience (EFE) at NTNU, is intensively arranged in the last year of the program.

Table 2
Comparison of SFLTEP Curriculum at IU and NTNU

Curriculum		IU	NTNU
General Education		40 credit hours	28 credit hours
Specialty	Required	30 credit hours	60 credit hours
	Electives	6 credit hours	40 credit hours
Profession	Required	Foundation Courses	4-8 credit hours
		Methods Courses	6-12 credit hours
		Early Field Experiences	4 credit hours
		Student Teaching (10-16 weeks)	0 credit hour (1 academic year)
	Electives		0-12 credit hours
Electives		9-14 credit hours	Not required
Total		124 credit hours (Minimum)	154 credit hours (Minimum)

Student teaching. All students in the SFLTEP at IU must complete all the course work before they conduct 10-16 weeks of student teaching as part of their professional education prior to their licensing.

Students in the SFLTEP at NTNU graduate after completing all the required courses in four years. Then, in their fifth year, students must engage in student teaching for a whole academic year (July to June) in order to obtain teacher certificates.

Table 3
Comparison of SFLT Licensing at IU and NTNU

Requirements		IU	NTNU
Preliminary Examination	Time	Before entering the SFLTEP	Before graduation
	Requirements	Praxis I: Pre-Professional Skills Test (PPST)	Completion of the SFLTEP program
Student Teaching	Time	Before graduation and licensing	Right after graduation and before licensing
	Requirements	10-16 weeks	One academic year
Final Examination	Time	After completion of SFLTEP and student teaching	After completion of student teaching
	Requirements	1. Praxis II: Praxis Specialty Area Tests 2. A Bachelor's degree 3. Successfully complete student teaching	1. A Bachelor's degree 2. Successfully complete student teaching

Licensing. The state of Indiana requires all teaching license candidates to pass and report all testing requirements prior to applying for a license. This includes the Pre-Professional Skills Test (PPST, Praxis I) and a Specialty Area Test (Praxis II) in the teaching major (Indiana University, 2000a). The Ministry of Education in Taiwan requires all teaching license candidates to pass all the course work and satisfactorily complete one year student teaching in their fifth year (Table 3).

Discussion

The comparison of the two programs shows that both SFLTEPs consist of four components including (1) general education, (2) foreign language specialty studies, (3) professional education, and (4) student teaching although they vary slightly in ratio,

sequence and combination of each component. These two programs, however, vary greatly in terms of admission of preservice teachers (application at IU vs. examination at NTNU), required credit hours for foreign language specialty studies (36 crs at IU vs. 100 crs at NTNU) and duration of student teaching (10-16 weeks at IU vs. one year at NTNU). Most importantly, the findings also indicate that the biggest discrepancy lies in the implementation of the Early Field Experiences (EFEs). Although we acknowledge that forms of admission, required credit hours for subject matter, and duration of student teaching are very critical issues that need to be addressed, this paper will essentially focus on the comparison of EFEs in both programs in terms of their content, sequence and duration.

The EFEs of the SFLTEP at IU are characterized by:

- (1) Offering methods courses and EFEs concurrently. For instance, EDUC M314

General methods for Senior High/Junior High/Middle School Teachers (3 crs) and EDUC M303 Laboratory/Field Experience: Junior High/Middle School (1 cr.)

- (2) Starting EFEs from the beginning of entering the teacher education program. For

instance, EDUC P255 Educational Psychology for Secondary teachers (3 crs.) and EDUC M201 Laboratory/Field Experience (2 crs.)

- (3) Distributing the EFEs equally in the duration of teacher education program. For

instance, Sophomore: EDUC P255 Educational Psychology for Secondary teachers (3 crs.) and EDUC M201 Laboratory/Field Experience (2 crs.); Junior: EDUC M314 General methods for Senior High/Junior High/Middle School Teachers (3 crs) and EDUC M303 Laboratory/Field Experience: Junior High/Middle School (1 cr.) and

Senior: EDUC M464 Methods of Teaching Foreign Languages (4 crs) and EDUC M403 Laboratory/Field Experience (0-1 cr.)

The features of EFEs of the SFLTEP at NTNU are:

- (1) Providing methods courses and EFEs separately. For instance, Professional studies: Introduction of Education and no Laboratory/Field Experience.
- (2) Starting EFEs from the last year of the Teacher Education Program. Freshman, Sophomore, and Junior: Courses on Foundation of Education (2 courses, 4 crs) and on Pedagogy (2 courses, 4crs) with no Laboratory/Field Experience; Senior: Teaching Practicum (4 crs)--Laboratory/Field Experience-- with no Methods courses.
- (3) Implementing the EFEs intensively in the last year of the Teacher Education Program. For instance, Senior: Teaching Practicum (4 crs)--Laboratory/Field Experience-- with no Methods courses in two consecutive semesters).

Underlying assumptions embedded in the two programs

"A paradigm in teacher education can be thought of as a matrix of beliefs and assumptions about the nature and purposes of schooling, teaching, teachers and their education that gives shape to specific forms of practice in teacher education" (Zeichner, 1983, p. 3). One might wonder what the underlying assumptions are that characterize these two programs, thus, leading to the different implementations of the EFEs in these two programs. The theoretical assumptions of the EFEs of the SFLTEPs at IU and NTNU are contrasted below.

IU

Characteristic 1: Offering methods courses and EFEs concurrently.

Assumption 1: Only when theory is introduced with practice *simultaneously* will one truly learn the knowledge of theory.

Characteristic 2: Starting EFEs from the beginning of entering the teacher education program.

Assumption 2: *Experience* gained from the previous EFEs can serve as a meaningful context for reinforcing the learning of the subsequent methods coursework.

Characteristic 3: Distributing the EFEs equally throughout the duration of teacher education program.

Assumption 3: Exposure to a variety of EFEs and exploration of career choice *from the beginning of the program* foster a broad understanding of the potential and the problems of teaching.

NTNU

Feature 1: Providing methods courses and EFEs separately.

Assumption 1: Only *after* theory is acquired will one know how to practice.

Feature 2: Starting EFEs from the last year of the Teacher Education Program.

Assumption 2: *Theory* learned in previous years can be served as a basis for reflection on the practice of the last year of teacher education program.

Feature 3: Implementing the EFEs intensively in the last year of the Teacher Education Program.

Assumption 3: Exposure to intensive laboratory experience and full participation in the real classroom *in the last year of the program* fosters a truly full understanding of what teaching/ learning is.

Problems facing in the Secondary Teacher Education Programs at NTNU

Chung's synthesis (1993) of various studies on student practicum in the last year of Secondary Teacher Education Programs in Taiwan indicated that since students do not

have any opportunities to experience the "real" teaching and learning until the last year of the program, they are not able to (1) demonstrate the basic teaching abilities; (2) internalize the sudden new role of a student teacher; (3) cultivate a positive attitude toward student practicum; (4) prepare teaching adequately; (5) handle varied situations in the classroom; (6) apply the theory learned in the previous years to actual teaching, and (7) reflect on the experiences gained from the practicum.

Although Chung's study (1993) does not provide direct evidence to show that the preservice teachers in the SFLTEP at NTNU have the problems described above, personal communication with the supervisors of the program and the university personnel suggests that students experience similar problems as indicated by Chung (C. Z. Chang, personal communication, August 10, 2000; C. T. Chou, personal communication, November 3, 1999; L. T. Kong, personal communication, November 9, 1999).

Moreover, the high social status of being a preservice teacher in a "most wanted" department at a very prestigious university might "fool" many teacher candidates while selecting their priorities in the NJCEE. Some choose to enter the SFLTEP at NTNU because of its high social status not because they love the subject matter, English or they feel passionate about teaching. It is very important to help teacher candidates decide in the early years of the program whether or not teaching is the appropriate choice for them. Chances are that the high social status of being an English teacher in secondary schools makes teacher candidates choose not to give up their "wrong choice". It is even more impossible for them to make any change (e.g. transfer to other departments or universities) if they realize teaching English is not what they really want in the last year of the program.

After examining the problems created by the theoretical assumptions embedded in the SFLTEP at NTNU, it is then reasonable to find out the potential benefits of EFEs that characterize the SFLTEP at IU, which holds different theoretical assumptions from those of SFLTEP at NTNU.

Potential benefits of EFEs

The EFEs at IU, like many teacher education programs are divided into two parts: On-campus laboratory experiences and off-campus field experiences.

On-campus laboratory experiences in teacher education are simulated activities allowing "experimentation, observation, study, or analysis of educational events or phenomena in controlled, usually simplified settings" (Metcalf, 1999, p.262) which focus on the practice of specific teaching behaviors, skills or attitude in a safe environment (Berliner, 1985). The six valuable on-campus laboratory experiences include cases, microteaching, minicourses, protocols, reflective teaching, and simulation. It is hoped that these alternatives can provide students the opportunity to apply knowledge to realistic situations while also allowing greater reflection and analysis of the experiences (Cruickshank, 1996).

Off-Campus field experiences, on the other hand, are direct experiences with educational events or phenomena in natural environments in which teacher candidates observe and work with real students, teachers, and curriculum (Huling, 1998). They are not simulated, and seldom control critical variables in the environment. They serve to (1) find out if teaching is right for the preservice teachers; (2) see teaching in an actual classroom; (3) observe aspects of children's lives; (4) try teaching small and large groups before student teaching; (5) integrate theory and practice; (6) learn from experienced and (7) observe and reflect on different teaching styles (Indiana University, 2000b).

Empirical studies on the EFEs that are characterized by offering Methods courses and EFEs simultaneously and by distributing the EFEs equally from the beginning to the end of the program suggest that such EFEs, both on-campus laboratory experiences and off-campus field experiences, can provide students with the following potential benefits.

Off-campus field experiences benefits

Making right decision. As pointed out by the director of EFEs (T. Niggle, personal communication, November 30, 1999), one of the benefits for the EFEs is that preservice teachers will be given a chance to think about whether or not teaching is really the field they want to be devoted to based on the real experiences working with real teachers and students and being immersed in a real classroom. They may choose to leave the field in their beginning years of EFEs rather than wait until the end of the program or even when they start their student teaching to decide to quit.

Authenticity and relevance. Gustafson's study (1999) on 31 preservice teachers showed that methods courses taken concurrently with and related to EFEs have been shown to be of value because preservice teachers experienced their need for methods classes related to their field experiences. It also bridged the gap between theory taught in methods courses and practice gained from EFEs. An investigation of 57 preservice teachers enrolled in methods courses found the EFEs could help teacher candidates (1) not only acquire knowledge of teaching and learning process, but also skills in planning, organization, and developing curriculum; (2) be aware of the need to learn and relearn content that they will be teaching, (3) understand the relationships between the methods courses and the EFEs (Heath & Stange, 1995).

Skills and confidence. Preservice teachers in both Suleiman's (1998) and Anderson & Graebell's studies (1990) stated that they gained confidence in their ability

to handle problems and understand more clearly the skills and ideas they needed to teach. Denton (1982)'s comparison on 139 students, 61 in experimental group and 78 in control group enrolling in three different sections of an undergraduate methods of teaching course at Texas A&M University concluded that EFEs in teacher preparation programs provided a meaningful context for the teaching candidate in subsequent methods coursework. The data from the observations and interviews of ten participants in Goodman's case study (1985) demonstrated that students considered their EFEs to be the fundamental substance of professional education. EFEs helped students experiment with creative teaching strategies as well as allow students time outside of class to reflect upon their teaching and to examine school life critically.

Professional socialization. EFEs a positive role in professional socialization — learning to become a teacher (McLaughlin, 1998). The same indication is found in Rekkas's research (1994) on 10 preservice teachers. EFEs have promoted a sense of professional socialization by means of (1) assessing the complexities of teaching; (2) modeling professional practice; (3) acquiring practical insights and ideas; (4) practicing teaching skills; (5) understanding various school and classroom settings, and (6) dealing directly with students.

On-campus laboratory experiences benefits

Specific tasks. Evertson (1990) contends that on-campus laboratory experiences should be an important part of teaching methods. These experiences allow the preservice teacher to focus on *specific tasks* required of teaching and on the *evolution* of classroom events over time. Consequently, students can construct the knowledge base for their own practice using and incorporating the positive empirical research results. Metcalf's meta-analytic research (1994) on laboratory experiences in teacher education shows the on-campus laboratory experiences produce moderate to strongly positive results in terms of teacher affect, knowledge, and instructional behavior. The results also suggest the relative importance of various elements of laboratory experience.

Laboratory-based. Berliner (1985) argues that pedagogy needs to be changed to become a laboratory-based field of study. Through these experiences, preservice teachers are cultivated to reflect upon their own work, to analyze the work of others, and to be innovative and divergent without fear of affecting students negatively. The same argument was proposed by Oppewal (1994), who suggested that laboratory activities in the classroom, rather than field tutoring, may better benefit preservice teachers in terms of reform literature or the stated objectives of the course.

To sum up, the above empirical studies of EFEs that is characterized by incorporating Methods courses with the EFEs simultaneously and by distributing the EFEs equally from the beginning to the end of the program suggest that such EFEs, both on-campus laboratory experiences and off-campus field experiences, have a number of potential benefits including (1) exploring teaching as a career choice early in the college experience; (2) developing preservice teachers' basic teaching skills in the field setting; (3) socializing prospective teachers for their roles in classroom; (4) promoting preservice

teachers' self-confidence and reducing the anxieties associated with the role of a teacher; (5) acquainting preservice teachers with the realities of a school setting to allow them to examine their perceptions of the role of the teacher; (6) bridging the gap between theory and classroom practice, and (7) allowing preservice teachers time outside of class to reflect upon their teaching and to examine school life critically (Anderson & Graebell, 1990; Bischoff, Farris & Henniger, 1988).

The evidence gathered from the previous empirical studies also suggests that the EFEs should be implemented as part of the professional studies and incorporated with methods courses in the earlier years of the program so as to minimize the actual problems facing the secondary teacher education programs at NTNU (Table 4).

Table 4
Actual Problems and Potential Benefits of the EFEs in Two Programs

	Actual Problems of NTNU's	Potential Benefits of IU's
1	Not being able to realize whether or not the career choice meets one's best interest	Exploring teaching as a career choice early in the college experience
2	Not being able to demonstrate the basic teaching abilities	Developing preservice teachers' basic teaching skills in the field setting
3	Not being able to internalize the sudden new role of a student teacher	Socializing prospective teachers for their roles in classroom
4	Not being able to cultivate a positive attitude toward student practicum	Promoting preservice teachers' self-confidence and reducing the anxieties associated with the role of a teacher
5	Not being able to handle varied situations in the classroom	Acquainting preservice teachers with the realities of a school setting to allow them to examine their perceptions of the role of the teacher
6	Not being able to apply the theory learned in the earlier years to actual teaching	Bridging the gap between theory and classroom practice
7	Not being able to reflect on the experiences gained from the practicum	Allowing preserve teacher time outside of class to reflect upon their teaching and to examine school life critically

Proposal for the Implementation of EFEs at NTNU

A proposal (Table 5) for the implementation of EFEs for teacher education programs at NTNU is made based on the analysis of the EFEs of the Secondary Teacher Education Program at IU and NTNU in terms of content, sequence, and duration, the examination of the underlying theoretical assumptions, the actual problems facing NTNU as well as the potential benefits inherent of the characteristics of the program at IU.

Potential difficulties of proposal implementation

Although studies have shown many positive influences of EFEs on preservice teachers, this does not mean that the EFFs can be implemented with any difficulties. In fact, in addition to the constraints of time, site, transportation, travel and matching students with experienced teachers, (T. Niggle, personal communication, November 30, 1999), several factors can make the implementation of EFEs challenging or ineffective.

Isolation and silence. Sending students to the field does not guarantee positive learning experiences if preservice teachers worked in isolation from peers and the cooperative teacher (Goodman, 1985). Albers & Goodman (1999) also found that neither did the cooperating teacher nor did preservice teachers or university personnel seriously discuss questions for what purpose and how it is taught in a given classroom. Preservice teachers may approach the EFEs with preconceptions about what classrooms are like and what teachers do based upon their own experiences as pupils in classrooms. Such EFEs do not give opportunity for preservice teachers to reflect on and to analyze the purposes for their involvement and to use these analyses to direct further growth (Feimann-Nemser & Buchmann, 1985). Unfortunately, it may appear that the more extensive the time spent in natural classrooms, the more negative effect it is (Metcalf, 1993).

Table 5
Proposal for the Implementation of EFEs at NTNU

Grades	Courses	Objectives	Alternatives
Freshman	➤ Introduction to Education (2 crs) Laboratory/Field Experience (1 crs.) ➤ Educational Psychology (2 crs) Laboratory/Field Experience (1 crs.);	➤ Exploring teaching as a career choice early in the college experience ➤ Developing preservice teachers' basic teaching skills in the field setting	➤ Off-campus field experiences: • observing classes • observing other school activities • providing assistance to the teacher
Sophomore	➤ Teaching Principles (2 crs) Laboratory/Field Experience (1 crs.) ➤ Classroom Management (2 crs) Laboratory/Field Experience (1 crs.)	➤ Socializing prospective teachers for their roles in classroom ➤ Promoting preservice teachers' self-confidence and reducing the anxieties associated with the role of a teacher	• tutoring individual students • teaching small groups of students • teaching a whole class
Junior	➤ Theory and Practice of Guidance (2 crs) Laboratory/Field Experience (1 crs.) ➤ Materials and Methods for teaching English (2 crs) Laboratory/Field Experience (1 crs.)	➤ Acquainting preservice teachers with the realities of a school setting to allow them to examine their perceptions of the role of the teacher	➤ On-campus laboratory experiences • cases • microteaching • minicourses • protocols • reflective teaching • simulation
Senior	➤ Teaching Practicum (4 crs)	➤ Bridging the gap between theory and classroom practice ➤ Allowing preserve teachers time outside of class to reflect upon their teaching and to examine school life critically	

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Although studies have shown many positive influences of EFEs on preservice teachers, this does not mean that the EFFs can be implemented with any difficulties. In fact, in addition to the constraints of time, site, transportation, travel and matching students with experienced teachers, (T. Niggle, personal communication, November 30, 1999), several factors can make the implementation of EFEs challenging or even ineffective.

Isolation and silence. Sending students to the field does not guarantee positive learning experiences (Goodman, 1985) if preservice teachers received narrow view of school and worked in isolation from peers and the cooperative teacher. Albers & Goodman (1999) also found that neither did the cooperating teacher nor did preservice teachers or university personnel seriously discuss questions about what should be taught, how it should be taught, and for what purpose it is taught in a given classroom. Thus, preservice teachers may approach the EFEs with preconceptions about what classrooms are like and what teachers do based upon their own experiences as pupils in classrooms. Such EFEs do not give opportunity for preservice teachers to reflect on and to analyze the purposes for their involvement and to use these analyses to direct further growth (Feimann-Nemser & Buchmann, 1985). Unfortunately, it may appear that the more extensive the time spent in natural classrooms, the more negative effect it is (Metcalf, 1993).

Unspecified expectations. Often, the roles, goal problems, objectives, approaches, and philosophy of the university and teacher educators in early field experience are not clearly outlined and identified (James & McNiece, 1992; Kelleher, Collins & Williams, 1995; Myers, 1996; Ramanathan & Wilkins-Canter, 1997).

Performance standards required for an acceptable grade are indigenous to a university culture and not necessarily to the culture of schools and teaching (Feimann-Nemser & Buchmann, 1985). Neither preservice teachers nor the cooperative teacher know what they are expected from them by the university and the teacher educator (Ganser, 1997) nor do they know what they are expected to accomplish throughout the early field experiences.

Stereotyping. The on-campus laboratory experiences may add even more challenges to the teacher educators as they are required to assume a role with which they are not familiar. It is also very likely that the teacher educators might feel uncomfortable with the role assumed (Cruickshank, 1996) as many of them may value more "learning what" in academic field as opposed to "learning how" in the laboratory experiences (Metcalf, 1999, p.17).

Prerequisites for the Implementation of the EFEs at NTNU

To resolve the potential difficulties for meeting the goals of the proposal, we propose that effective communication and specific expectations are the prerequisites for the cooperation among university, teachers educators, cooperating teachers and preservice teachers (Figure 1), which will ensure efficient implementation of the proposal.

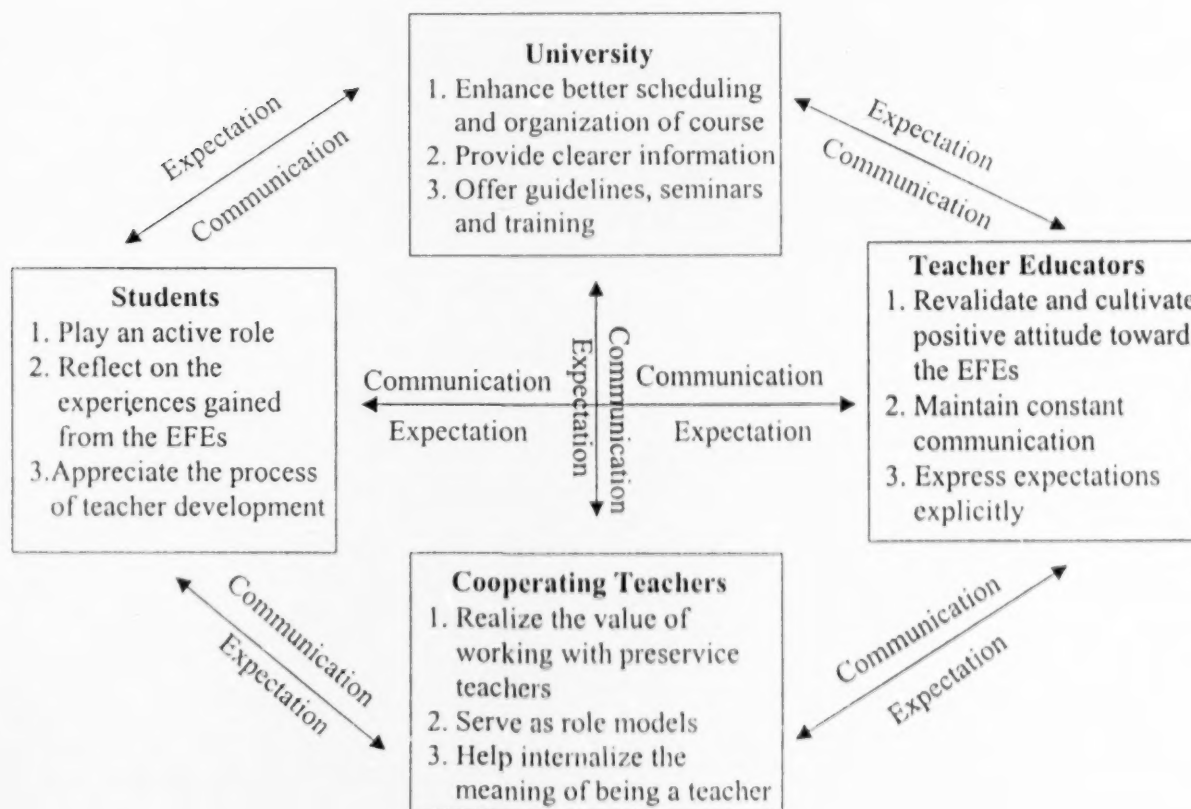
University.

- (1) Enhance better scheduling and organization of course.
- (2) Provide clearer information regarding the courses and field experiences.
- (3) Offer guidelines, seminars, training to teacher educators, cooperating teachers and preservice teachers.

Teacher educators.

- (1) Revalidate and cultivate positive attitude toward the EFEs
- (2) Maintain constant communication with cooperating teacher and preservice teachers
- (3) Express expectations explicitly to cooperating teacher and preservice teachers

Figure 1
Prerequisites for the Implementation of EFEs at NTNU



Cooperating teachers.

- (1) Realize the value of working with preservice teachers.
- (2) Serve as role models.
- (3) Help preservice teachers internalize the meaning of being a teacher.

Preservice teachers.

- (1) Play an active role.
- (2) Reflect on the experiences gained from the EFEs.
- (3) Appreciate the process of teacher development.

Limitation of the study

The study contains several limitations. First, the comparison of these two programs was mainly made based on the documents. Without multiple data sources, such as interviews of key informants (e.g. teacher educators, preservice teachers) and classroom observations, some important aspects of the programs might be overlooked. Second, this study mainly focuses on the comparison of EFEs of the two programs. Other important differences, such as standards/forms of admissions, credit hours of foreign language specialty studies, and during of student teaching that may have major influences on how the programs have been set up are not discussed. Third, more studies that directly address the issues and problems of two programs should have been used in order to obtain a more accurate picture of these two programs. Fourth, the proposal, which is intended to serve as an alternative way to resolve the problems facing the Secondary Teacher Education Program at NTNU has several limitations. Further studies should be done to (1) determine among the six on-campus laboratory instructional alternatives what the most effective alternatives are given the social and cultural contexts in Taiwan; (2) investigate what professional courses should be incorporated with the EFEs to maximize

the effectiveness; (3) explore further the ways in which these professional courses can be best incorporated with the EFEs, either off-campus field experience or on-campus laboratory experiences or both; and (4) examine whether or not the sequence of offering various concurrent methods courses with the laboratory/field experience affects the effectiveness of the program as well as to determine the best sequence, if any, for implementing different corequisite methods courses with laboratory/field experience across various grades. In addition, due to the limited scope of this paper, further studies should also be conducted to (5) investigate how different admission standards for the Secondary Teacher Education Program affect preservice teachers' performance; and (6) determine the most appropriate duration for student teaching.

Conclusion

The paper starts with comparing and contrasting two SFLTEPs at IU and NTNU. The analysis of the programs shows that the biggest difference lies in the content, sequence and duration of the EFEs. The examination of the EFEs suggests that it is in fact the underlying assumptions embedded in these two programs that shape the differences. Drawing from numerous positive results of empirical studies on EFEs, a proposal, based on the theoretical assumptions similar to IU's, was made for the implementation of EFEs at NTNU. We also propose that effective communication and specific expectations for university, teacher educator, cooperating teachers and preservice teachers be the prerequisites to eliminate the potential obstacles for implementing the proposal in Taiwan. Further studies concerning the content, sequence and duration of EFEs need to be conducted not only to justify the social, cultural and political aspects of Taiwan, but also to ensure the effectiveness of EFEs made in the proposal.

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